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Royal College of Psychiatrists  
College Guidance to PMETB Standards for  
Training  
v 1.3

Officer	Requirement Number	Achievements required	Potential sources of evidence	Success indicators
<b>PMETB requirement</b>	<b>1.1</b>	<b>Trainees must make the needs of patients their first concern.</b>		
<b>College Guidance</b>	1.1	In psychiatry there is a need to have special regard for the rights and needs of vulnerable and frequently disempowered groups and individuals.	Records of relevant training both content and attendance Induction Programmes; content & attendance ARCP outcomes and Workplace Based Assessments assess trainees' attitude towards patients National Patients Survey Trust Clinical Governance systems and their published evidence Trainees log of educational supervision Content of and attendance at training programme for trainers	Results of National Patient Survey are positive
<b>School triangulation</b>	1.1			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	1.1	Ensure systems for clinical supervision including development of supervisors and timetabled arrangements within job planning. Involvement of trainees in Clinical Governance including complaints and serious incident reviews.	Records of relevant training both content and attendance Induction Programmes; content & attendance ARCP outcomes and Workplace Based Assessments assess trainees' attitude towards patients National Patients Survey Trust Clinical Governance systems and their published evidence Trainees log of educational supervision Content of and attendance at training programme for trainers	Results of National Patient Survey are positive

<b>PMETB requirement</b>	<b>1.2</b>	<b>Trainees must be appropriately supervised according to their experience and competence.</b>		
College Guidance	1.2	In psychiatry the standard is one hour per week individual educational supervision with the identified educational supervisor (see also 6.3) in addition to clinical supervision.	National Trainee survey Content of training programmes for trainers Content of induction programmes for trainees Evaluation of training posts	<ul style="list-style-type: none"> <li>●National trainee survey indicates regular and appropriate (to level of need) clinical supervision is occurring in all posts</li> <li>●All trainees are demonstrated to receive timetabled weekly educational supervision.</li> </ul>
School triangulation	1.2		School Psychiatry Trainee Survey via METIS	
Chief Executive / Medical Directors / Directors of Medical Education	1.2	Include supervision arrangements in job plans and in annual appraisal Ensure trainees know who to contact if they have supervision problems	National Trainee survey Content of training programmes for trainers Content of induction programmes for trainees Evaluation of training posts	<ul style="list-style-type: none"> <li>●National trainee survey indicates regular and appropriate (to level of need) clinical supervision is occurring in all posts</li> <li>●All trainees are demonstrated to receive timetabled weekly educational supervision.</li> </ul>
<b>PMETB requirement</b>	<b>1.3</b>	<b>Those supervising the clinical care provided by trainees must be clearly identified, competent to do so, accessible and approachable by day and by night with time for these responsibilities clearly identified within their job plan.</b>		
College Guidance	1.3	In psychiatry the complexity of service delivery requires that the lines of clinical responsibility and supervision must be explicit at all times.	Content of training programs for trainers Evaluation of posts Descriptions of posts include clinical supervision arrangements Duty and on-call rotas National trainee survey National trainer survey	National Trainee survey indicates that clinical supervision is satisfactory at all times including out of hours National trainer survey indicates that all trainers have time identified in job plan to provide clinical supervision
School triangulation	1.3		School Psychiatry Trainee Survey via METIS	
Chief Executive / Medical Directors / Directors of Medical Education	1.3	Ensure that there are systems including rotas that clearly identify who is responsible to supervise all clinical activities involving trainees Review in annual Appraisal	Content of training programs for trainers Evaluation of posts Descriptions of posts include clinical supervision arrangements Duty and on-call rotas National trainee survey National trainer survey	National Trainee survey indicates that clinical supervision is satisfactory at all times including out of hours National trainer survey indicates that all trainers have time identified in job plan to provide clinical supervision

<b>PMETB requirement</b>	<b>1.4</b>	<b>Trainees must be expected to obtain consent only for procedures which they are competent to perform.</b>		
<b>College Guidance</b>	<b>1.4</b>	In psychiatry particular attention must be paid to procedures involving mental health and capacity legislation.	Induction programmes and training for trainees Content of induction and programmes of Training for trainers Local policies for obtaining consent Training programme content includes obtaining consent Trainers maintain section 12 approval	MHA commission reports indicate good practice.
<b>School triangulation</b>	<b>1.4</b>		Collation of MHA reports from all trusts – Education department	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>1.4</b>	Ensure that policies are in place concerning obtaining consent, including the role of trainees	Induction programmes and training for trainees Content of induction and programmes of Training for trainers Local policies for obtaining consent Training programme content includes obtaining consent Trainers maintain section 12 approval	MHA commission reports indicate good practice.
<b>PMETB requirement</b>	<b>1.5</b>	<b>Shift and on-call rota patterns must be designed so as to minimise the adverse effects of sleep deprivation.</b>		
<b>College Guidance</b>	<b>1.5</b>		National Trainee Survey EWTD monitoring Evaluation of posts	<ul style="list-style-type: none"> <li>●National trainee survey indicates trainee satisfaction with on-call rota patterns</li> <li>●Regional EWTD monitoring illustrates compliance</li> </ul>
<b>School triangulation</b>	<b>1.5</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>1.5</b>	Ensure that rotas and on call patterns are not adversely affecting sleep patterns	National Trainee Survey EWTD monitoring Evaluation of posts	<ul style="list-style-type: none"> <li>●National trainee survey indicates trainee satisfaction with on-call rota patterns</li> <li>●Regional EWTD monitoring illustrates compliance</li> </ul>

<b>PMETB requirement</b>	<b>1.6</b>	<b>Trainees in hospital posts must have well-organised handover arrangements ensuring continuity of patient care at the start and end of periods of day or night duties.</b>		
<b>College Guidance</b>	<b>1.6</b>	In psychiatry it must be recognized that handover requirements are not confined to hospitals. For example, they must include crisis resolution teams, community units, etc.	National Trainee Survey Induction programmes content Local policies and monitoring of handover arrangements Evaluation of posts Trainees timetables	●National Trainee Survey ●Trainees' timetables show time is allocated for the handover.
<b>School triangulation</b>	<b>1.6</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>1.6</b>	Ensure that there are policies for adequate handover arrangements and that these are monitored	National Trainee Survey Induction programmes content Local policies and monitoring of handover arrangements Evaluation of posts Trainees timetables	●National Trainee Survey ●Trainees' timetables show time is allocated for the handover.
<b>PMETB requirement</b>	<b>2.1</b>	<b>Programmes, posts, associated management, and data collection concerning trainees and local faculty must comply with the European Working Time Directive, Data Protection Act and Freedom of Information Act.</b>		
<b>College Guidance</b>	<b>2.1</b>		Local Survey data concerning board/ administration staff knowledge and application of above legislation Content of Induction programmes for board members and trainers	Board members are all aware of responsibilities in relation to above legislation.
<b>School triangulation</b>	<b>2.1</b>		AMD Board Report	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>2.1</b>	Ensure monitoring of posts for adherence to above legislation	Local Survey data concerning board/ administration staff knowledge and application of above legislation Content of Induction programmes for board members and trainers	Board members are all aware of responsibilities in relation to above legislation.
<b>PMETB requirement</b>	<b>2.3</b>	<b>Deaneries, working with others as appropriate, must have processes for local quality management, and through local education providers, for quality control, of all postgraduate posts and programmes designed to ensure that the requirements of PMETB's</b>		
<b>College Guidance</b>	<b>2.3</b>	In psychiatry there are additional standards set out by the College and its Faculties that must be met.	Board minutes Content of training and induction for supervisors. Trainee induction programme	●Annual QA reporting of posts and programmes is able to indicate strengths and weaknesses in curriculum delivery.
<b>School triangulation</b>	<b>2.3</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>2.3</b>	Ensure that PMETB standards are central to the management of training locally	Board minutes Content of training and induction for supervisors. Trainee induction programme	●Annual QA reporting of posts and programmes is able to indicate strengths and weaknesses in curriculum delivery.

<b>PMETB requirement</b>	<b>3.1</b>	<b>At all stages training programmes must comply with employment law, the Disability Discrimination Act, Race Relations (Amendment) Act, Sex Discrimination Act, Equal Pay Acts, the Human Rights Act and other equal opportunity legislation that</b>		
<b>College Guidance</b>	<b>3.1</b>		Board minutes Post evaluation data Local surveys of facilities Local policies and practice	Training programmes achieve best practice in the daily application of the above legislation
<b>School triangulation</b>	<b>3.1</b>		AMD Board report	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>3.1</b>	Ensure that the above legislation is followed at all times	Board minutes Post evaluation data Local surveys of facilities Local policies and practice	Training programmes achieve best practice in the daily application of the above legislation
<b>PMETB requirement</b>	<b>3.2</b>	<b>Information about training programmes, their content and purpose must be publicly accessible either on or via links on Deanery and PMETB websites.</b>		
<b>College Guidance</b>	<b>3.2</b>		Deanery Website review PMETB website review Training programme handbooks	Up to date information can be found with ease.
<b>School triangulation</b>	<b>3.2</b>		Handbook being updated by Dr Hackett	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>3.2</b>	Ensure that individual with responsibility for training are identified and contact details are available	Deanery Website review PMETB website review Training programme handbooks	Up to date information can be found with ease.
<b>PMETB requirement</b>	<b>3.3</b>	<b>Deaneries must take all reasonable steps to ensure that programmes can be adjusted for trainees with well-founded individual reasons for being unable to work full time to work flexibly within the requirements of PMETB Standards and rules. Deaneries</b>		
<b>College Guidance</b>	<b>3.3</b>		National trainee survey Board minutes Trainee induction programme Evaluation of posts and programmes	<ul style="list-style-type: none"> <li>●All those with good reasons to work less than full time are able to do so</li> <li>●LTFT trainees have equal access to training and learning opportunities</li> </ul>
<b>School triangulation</b>	<b>3.3</b>		Details to be in the handbook and on the website.	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>3.3</b>	Must support the LTFTW placements where a need has been identified	National trainee survey Board minutes Trainee induction programme Evaluation of posts and programmes	<ul style="list-style-type: none"> <li>●All those with good reasons to work less than full time are able to do so</li> <li>●LTFT trainees have equal access to training and learning opportunities</li> </ul>

PMETB requirement	3.4 Appropriate reasonable adjustment must be made for trainees with disabilities, special educational or other needs.			
<b>College Guidance</b>	3.4		Board minutes Induction and training programme for Board members Trainee Survey Tutor and Trainer Induction Programme Trainee Induction Programme Post evaluation	<ul style="list-style-type: none"> <li>●All trainees with disabilities and special needs are able to complete a full programme of training</li> <li>●All trainees with disabilities and special needs have equal access to training and learning opportunities</li> </ul>
<b>School triangulation</b>	3.4		School Psychiatry Trainee Survey via METIS	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	3.4	Must be proactive in the identification of special needs and support appropriate adjustments	Board minutes Induction and training programme for Board members Trainee Survey Tutor and Trainer Induction Programme Trainee Induction Programme Post evaluation	<ul style="list-style-type: none"> <li>●All trainees with disabilities and special needs are able to complete a full programme of training</li> <li>●All trainees with disabilities and special needs have equal access to training and learning opportunities</li> </ul>

<b>PMETB requirement</b>	<b>4.2</b>	<b>To be eligible for consideration for entry onto a specialist training programme, candidates must be able to demonstrate the competencies required to complete Foundation Training, candidates who apply before completion and those who have not</b>		
<b>College Guidance</b>	<b>4.2</b>		Annual report to the board on Recruitment, selection and appointment indicating methodology used.	All candidates considered for Specialty Training Programmes have the required competencies for completion of foundation training
<b>School triangulation</b>	<b>4.2</b>		Report from Lead employer	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>4.2</b>	Identify and release of staff for training. Include review of selection training at annual appraisal and job planning for those involved in specialty training	Annual report to the board on Recruitment, selection and appointment indicating methodology used.	All candidates considered for Specialty Training Programmes have the required competencies for completion of foundation training
<b>PMETB requirement</b>	<b>4.3</b>	<b>The selection process (which may be conducted by interview or by other process) must:</b>		
<b>College Guidance</b>	<b>4.3</b>		Recruitment procedures recorded in board minutes Induction and ongoing training programme of Board members Programme handbooks and websites	<b>• ensure that information about places on training programmes, eligibility and selection criteria and the application process is</b> Adherence to best contemporary practice can be demonstrated
<b>School triangulation</b>	<b>4.3</b>		Report from Lead employer	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>4.3</b>	Trusts need to be actively involved in the release of human resources staff to support the development of the selection process. This is properly the role of the Lead Employer in areas where such a system exists	Recruitment procedures recorded in board minutes Induction and ongoing training programme of Board members Programme handbooks and websites	Adherence to best contemporary practice can be demonstrated

<b>PMETB requirement</b>	<b>4.4</b>	<b>Selection panels must consist of persons who have been trained in selection principles and processes</b>		
<b>College Guidance</b>	<b>4.4</b>		Annual report to the board on Recruitment, selection and appointment Induction and ongoing training programme of Board members Attendance registers for selector training events	All those involved in the selection process have received the relevant training.
<b>School triangulation</b>	<b>4.4</b>		Report from Lead employer	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>4.4</b>	Identify and release of staff for training. include review of selection training at annual appraisal and job planning for those involved in specialty training	Annual report to the board on Recruitment, selection and appointment Induction and ongoing training programme of Board members Attendance registers for selector training events	All those involved in the selection process have received the relevant training.
<b>PMETB requirement</b>	<b>4.5</b>	<b>Selection panels must include a lay person</b>		
<b>College Guidance</b>	<b>4.5</b>		Annual report to the board on Recruitment, selection and appointment	All selection panels include a lay person
<b>School triangulation</b>	<b>4.5</b>		Report from lead employer	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>4.5</b>	Trusts need to actively support the identification of appropriate lay people and the release of staff to take part in the selection process.	Annual report to the board on Recruitment, selection and appointment	All selection panels include a lay person

PMETB requirement	5.1 Sufficient practical experience must be available within the programme to support acquisition of competence as set out in the approved curriculum.			
<b>College Guidance</b>	5.1	<p>In Psychiatry:</p> <p>Trusts must ensure that training occurs in an assured safe environment, e.g., safe interview rooms, availability of panic alarms</p> <p>Within individual posts the position of the trainee as a full working member of the team must be ensured according to their competency level</p> <p>The acquisition of certain competencies can only be achieved in certain specific clinical placements. This means that training must be planned to ensure that individual trainees are not denied essential opportunities</p> <p>Particular attention must be paid to the acquisition of skills in emergency psychiatry including out of hours.</p>	<p>Report to board concerning the safety of trainees</p> <p>Policies for rotational planning</p> <p>Handbook demonstrates a variety of placements covering the core skills</p> <p>ARCP results</p> <p>Health and safety review</p> <p>National Trainee survey</p>	<ul style="list-style-type: none"> <li>●At all times trainees in psychiatry will interview patients in an environment meeting standards for safety as set out by Royal College of Psychiatrists.</li> <li>●At annual review all trainees will have achieved the competencies and other educational objectives set out in their agreed programme of training.</li> </ul>
<b>School triangulation</b>	5.1		<p>School Psychiatry Trainee Survey via METIS</p> <p>Placement policy for School</p> <p>Handbook</p> <p>P/F review by Admin team</p>	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	5.1	<p>Ensuring trainees are part of the Crisis Resolution Teams</p> <p>Ensure a safe working environment for mental health practitioners with particular attention to the provision of alarms, appropriate interview rooms and security support</p>	<p>Report to board concerning the safety of trainees</p> <p>Policies for rotational planning</p> <p>Handbook demonstrates a variety of placements covering the core skills</p> <p>ARCP results</p> <p>Health and safety review</p> <p>National Trainee survey</p>	<ul style="list-style-type: none"> <li>●At all times trainees in psychiatry will interview patients in an environment meeting standards for safety as set out by Royal College of Psychiatrists.</li> <li>●At annual review all trainees will have achieved the competencies and other educational objectives set out in their agreed programme of training.</li> </ul>

PMETB requirement	5.2 Each programme must show how the posts within it, taken together, will meet the requirements of the approved curriculum and what must be delivered within each post		
<b>College Guidance</b>	5.2	In psychiatry special attention must be paid to the trainees' requirements for psychotherapy and other experiential training. Psychotherapy training may require a trainee to continue working with a service user for a period of time greater than the duration of one post, requiring them to be released from subsequent placements to continue this work and attendance at psychotherapy supervision	Annual reports to the board on meeting the curriculum Trainees survey Trainers survey ARCP Outcomes Minutes and reports from programme subcommittee meetings Induction and programmes of training the trainers  Trainees will each have a programme which addresses a) how their training will enable them to meet the requirements of the curriculum and b) the need to develop psychotherapy skills in line with the recommendations of the Royal College of Psychiatrists
<b>School triangulation</b>	5.2		School Psychiatry Trainee Survey via METIS TPD reports ARCP / Exam outcomes
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	5.2	Must support the need for the work of trainees to be focussed upon the development of competencies and adjusted where necessary to the development of psychotherapy skills	Annual reports to the board on meeting the curriculum Trainees survey Trainers survey ARCP Outcomes Minutes and reports from programme subcommittee meetings Induction and programmes of training the trainers  Trainees will each have a programme which addresses a) how their training will enable them to meet the requirements of the curriculum and b) the need to develop psychotherapy skills in line with the recommendations of the Royal College of Psychiatrists

<b>PMETB requirement</b>	<b>5.4</b>	<b>Trainees must be able to access and be free to attend training days, courses and other material that forms an intrinsic part of the training programme</b>		
<b>College Guidance</b>	<b>5.4</b>		<p>Trainees survey</p> <p>Content and attendance at programmes for training the trainers</p> <p>Content of trainee Induction programmes</p> <p>Attendance registers for training events</p> <p>ARCP results</p> <p>Trainees timetables</p> <p>Duty rotas</p> <p>Bleep/contacting doctor policies</p>	There will be a minimum of 70% attendance by trainees at the core training events set out on an annual by the Programme Director / Year Leads. There will be satisfactory explanations for any absences.
<b>School triangulation</b>	<b>5.4</b>		<p><u>School Psychiatry Trainee Survey via METIS</u></p> <p><u>College Tutor's report for Board</u></p>	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>5.4</b>	<p>Ensure that there is appropriate medical cover to allow the release of trainees to attend training events</p> <p>Ensure bleep / contacting Doctors policies support undisturbed attendance at training</p>	<p>Trainees survey</p> <p>Content and attendance at programmes for training the trainers</p> <p>Content of trainee Induction programmes</p> <p>Attendance registers for training events</p> <p>ARCP results</p> <p>Trainees timetables</p> <p>Duty rotas</p> <p>Bleep/contacting doctor policies</p>	There will be a minimum of 70% attendance by trainees at the core training events set out on an annual by the Programme Director / Year Leads. There will be satisfactory explanations for any absences.
<b>PMETB requirement</b>	<b>5.5</b>	<b>The overall purpose of the assessment system must be documented and in the public domain and must be implemented.</b>		
<b>College Guidance</b>	<b>5.5</b>	Royal College of psychiatrists has developed a range of workplace based assessment tools	<p>Trainees survey</p> <p>Trainer survey</p> <p>Attendance register at training events</p> <p>Induction programme for trainees</p> <p>Induction and programme of training for trainers</p> <p>ARCP outcomes</p>	Trainees and trainers will be using the workplace based assessment tools as set out by the RCPsych (reference to a document is needed) e.g. statement Assessment programme approved by PMETB
<b>School triangulation</b>	<b>5.5</b>		<p>Existing Admin data report: Numbers.</p> <p>METIS: Total, medians, range by year.</p>	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>5.5</b>	Through job planning, support trainers using work place based assessments for trainees other than those that they are directly supervising	<p>Trainees survey</p> <p>Trainer survey</p> <p>Attendance register at training events</p> <p>Induction programme for trainees</p> <p>Induction and programme of training for trainers</p> <p>ARCP outcomes</p>	Trainees and trainers will be using the workplace based assessment tools as set out by the RCPsych (reference to a document is needed) e.g. statement Assessment programme approved by PMETB

<b>PMETB requirement</b>	<b>5.9</b>	<b>Trainees must have regular feedback on their performance within each post.</b>		
<b>College Guidance</b>	<b>5.9</b>		<ul style="list-style-type: none"> <li>1. Programme Handbook</li> <li>2. Trainee survey</li> <li>3. Evaluation of posts.</li> <li>4. Induction and programmes of training the trainers</li> <li>5. ARCP outcomes</li> <li>6. Trainer survey</li> </ul>	All trainees will receive regular and timely feedback from supervisors who have been trained for this purpose
<b>School triangulation</b>	<b>5.9</b>		School Psychiatry Trainee Survey via METIS Portfolio review (ESR, Mid-point review, Nos. of WPBA, CTR)	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>5.9</b>	<p>Ensure that educational supervisors have sufficient time in their job plan to provide effective clinical supervision and feedback to trainees.</p> <p>Ensure that there is an educational ethos within the organisation.</p>	<ul style="list-style-type: none"> <li>1. Programme Handbook</li> <li>2. Trainee survey</li> <li>3. Evaluation of posts.</li> <li>4. Induction and programmes of training the trainers</li> <li>5. ARCP outcomes</li> <li>6. Trainer survey</li> </ul>	All trainees will receive regular and timely feedback from supervisors who have been trained for this purpose
<b>PMETB requirement</b>	<b>6.1</b>	<b>Every trainee starting a post or programme must attend a departmental induction to ensure they understand the curriculum, how their post fits within the programme, their duties and reporting arrangements, to ensure they are told about departmental</b>		
<b>College Guidance</b>	<b>6.1</b>	In psychiatry trainees must have induction at levels of the programme, the Trust, the site and the post respectively.	<p>Content and records of attendance at trainees' induction programmes</p> <p>Trainee survey</p> <p>Induction leaflets/booklets setting out responsibilities</p> <p>Education programmes</p> <p>Content and attendance at induction and programmes of training for supervisors</p> <p>Duty rotas</p> <p>Departmental policies</p>	All trainees will have been enabled to attend a comprehensive induction process introducing them to the curriculum and all levels of the training programme.
<b>School triangulation</b>	<b>6.1</b>		To be collected in the school portfolio reviews	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.1</b>	<p>Ensure that there is no timetabled clinical activity that clashes with the induction programme. Ensure that there is medical cover so that trainees are not disturbed whilst attending induction programmes</p>	<p>Content and records of attendance at trainees' induction programmes</p> <p>Trainee survey</p> <p>Induction leaflets/booklets setting out responsibilities</p> <p>Education programmes</p> <p>Content and attendance at induction and programmes of training for supervisors</p> <p>Duty rotas</p> <p>Departmental policies</p>	All trainees will have been enabled to attend a comprehensive induction process introducing them to the curriculum and all levels of the training programme.

<b>PMETB requirement</b>	<b>6.2</b>	<b>At the start of every post within a programme, the educational supervisor (or representative) must discuss with the trainee the educational framework and support systems in the post and the respective responsibilities of trainee and trainer for learning.</b>		
<b>College Guidance</b>	<b>6.2</b>		Induction and programmes of training for educational supervisors Trainee documentation Trainee survey Trainee induction programme Trainer survey ARCP outcomes	All trainees will have a documented plan of training for each post including learning objectives
<b>School triangulation</b>	<b>6.2</b>		To be collected in the school portfolio reviews	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.2</b>	Ensure that it is written into job plans of educational supervisors that they will support the above activities	Induction and programmes of training for educational supervisors Trainee documentation Trainee survey Trainee induction programme Trainer survey ARCP outcomes	All trainees will have a documented plan of training for each post including learning objectives

<b>PMETB requirement</b>	<b>6.4 Trainees must sign a training/learning agreement at the start of each post.</b>			
<b>College Guidance</b>	<b>6.4</b>		Copies of documentation used Results of monitoring of use of learning agreements Trainee survey Trainer survey Numbers of locums, their currency for Equality and Diversity etc.	All trainees will have a signed learning agreement
<b>School triangulation</b>	<b>6.4</b>		To be collected in the School Portfolio reviews	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.4</b>	Must support the use learning agreements	Copies of documentation used Results of monitoring of use of learning agreements Trainee survey Trainer survey Numbers of locums, their currency for Equality and Diversity etc.	All trainees will have a signed learning agreement
<b>PMETB requirement</b>	<b>6.6 Trainees must have further meetings with their educational supervisor (or representative) at least three-monthly, to discuss their progress, outstanding learning needs and how to meet them.</b>			
<b>College Guidance</b>	<b>6.6</b>		ARCP outcomes Monitoring of midpoint review Trainee survey Trainer survey	All trainees will have within their learning portfolio documentation with agreed outcomes from their three monthly meetings with the tutor or training programme director.
<b>School triangulation</b>	<b>6.6</b>		To be collected in the School Portfolio reviews. In psychiatry this role is currently carried out by the College Tutor and/or Training Programme Director.	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.6</b>	Ensure that supervisors undertake regular reviews through job planning and trainer appraisal	ARCP outcomes Monitoring of midpoint review Trainee survey Trainer survey	All trainees will have within their learning portfolio documentation with agreed outcomes from their three monthly meetings with the tutor or training programme director.

<b>PMETB requirement</b>	<b>6.7</b>	<b>Trainees must have a means of feeding back in confidence their concerns and views about their training and education experience to an appropriate member of local faculty.</b>		
<b>College Guidance</b>	<b>6.7</b>	In psychiatry this must include opportunity to express concerns about the safety of the working environment.	Programme handbook and website policies for trainees experiencing difficulties in post Evaluation of posts Induction programme for trainees Induction and programme of training the trainers Action points arising from evaluation of posts and reported concerns	All trainees will know how to use agreed policies to report concerns and views about their training
<b>School triangulation</b>	<b>6.7</b>		School Psychiatry Trainee Survey via METIS / National Survey	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.7</b>	Must ensure that there are local mechanisms for trainees to report concerns about personal safety.	Programme handbook and website policies for trainees experiencing difficulties in post Evaluation of posts Induction programme for trainees Induction and programme of training the trainers Action points arising from evaluation of posts and reported concerns	All trainees will know how to use agreed policies to report concerns and views about their training
<b>PMETB requirement</b>	<b>6.9</b>	<b>Working patterns and intensity of work by day and by night must be appropriate for learning (neither too light nor too heavy).</b>		
<b>College Guidance</b>	<b>6.9</b>	At all stages of training there must be meaningful involvement in systems of care that enables the trainee to incrementally gain all the required competencies	Trainees survey Post evaluation Supervision log ARCP outcomes	Evaluation of posts will show that trainees have been able to develop the required competencies as a consequence of their clinical activities and without hindrance from inappropriate working patterns
<b>School triangulation</b>	<b>6.9</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.9</b>	The job plans of Trainees will need to reflect the competencies required for their stage of training. <b>Oversight of this will be more directly by TPDs</b>	Trainees survey Post evaluation Supervision log ARCP outcomes	Evaluation of posts will show that trainees have been able to develop the required competencies as a consequence of their clinical activities and without hindrance from inappropriate working patterns

<b>PMETB requirement</b>	<b>6.10</b>	<b>Trainees must be enabled to learn new skills under supervision, for example during theatre sessions, ward rounds and outpatient clinics</b>		
<b>College Guidance</b>	<b>6.10</b>	In psychiatry trainees must have access to patients and training in a wide range of clinical settings and sub-specialties	Trainees survey Trainer survey ARCP outcomes Attendance and content of induction and programmes of training for supervisors	Evaluation of post will show that regular clinical supervision is contributing to trainees developing competencies.
<b>School triangulation</b>	<b>6.10</b>		School Psychiatry Trainee Survey via METIS once a year, May	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.10</b>	Ensure that clinical activity is supervised by a clinician with the skills to facilitate learning	Trainees survey Trainer survey ARCP outcomes Attendance and content of induction and programmes of training for supervisors	Evaluation of post will show that regular clinical supervision is contributing to trainees developing competencies.
<b>PMETB requirement</b>	<b>6.11</b>	<b>Trainees must not be subjected to, or subject others to, behaviour that undermines their professional confidence or self-esteem</b>		
<b>College Guidance</b>	<b>6.11</b>		Programme Handbook / Website Trainer induction and programme of training the trainers Trainee induction programme Induction programme Trust and School Policies trainee survey	Evaluation of posts and programmes demonstrate that trainees are not being subjected to any form of bullying or other behaviour that they feel undermines their confidence.
<b>School triangulation</b>	<b>6.11</b>		HR Board report induction content	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.11</b>	Must ensure that anti bullying policy is in place	Programme Handbook / Website Trainer induction and programme of training the trainers Trainee induction programme Induction programme Trust and School Policies trainee survey	Evaluation of posts and programmes demonstrate that trainees are not being subjected to any form of bullying or other behaviour that they feel undermines their confidence.

<b>PMETB requirement</b>	<b>6.12</b>	<b>While trainees must be prepared to make the needs of the patient their first concern, routine activities of no educational value should not present an obstacle to the acquisition of the skills required by the curriculum</b>		
<b>College Guidance</b>	<b>6.12</b>	In psychiatry, trainees' placements must be made with an emphasis on learning needs rather than the filling of service gaps with consequent diluting of training	Trainee survey Post evaluation Trainers survey	Evaluation of posts will show that all trainees have had a timetable without inappropriate activities that is designed to enable them to meet the competencies expected at their level of training.
<b>School triangulation</b>	<b>6.12</b>		School Psychiatry Trainee Survey via METIS	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.12</b>	Ensuring trainees are not routinely expected to perform tasks of no educational value. Ensure that there are administrative, phlebotomy and similar technical support services available.	Trainee survey Post evaluation Trainers survey	Evaluation of posts will show that all trainees have had a timetable without inappropriate activities that is designed to enable them to meet the competencies expected at their level of training.
<b>PMETB requirement</b>	<b>6.13</b>	<b>Trainees must regularly be involved in the clinical audit process, including personally participating in planning, data collection and analysis.</b>		
<b>College Guidance</b>	<b>6.13</b>		Trainee survey ARCP Induction of trainees Education programmes Minutes of Audit	All trainees will present to their educational supervisor or an audit committee at least one completed audit for each post in their training and at least once every 6 months
<b>School triangulation</b>	<b>6.13</b>		ARCP outcome Portfolio review Need to cross ref with clinical governance committee	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.13</b>	Identify lead clinician to support trainees in identifying and presenting audit projects	Trainee survey ARCP Induction of trainees Education programmes Minutes of Audit	All trainees will present to their educational supervisor or an audit committee at least one completed audit for each post in their training and at least once every 6 months
<b>PMETB requirement</b>	<b>6.14</b>	<b>Access to Occupational Health services for all trainees must be assured.</b>		
<b>College Guidance</b>	<b>6.14</b>		Handbook Trainee survey Trainer survey Trainee Induction programmes Induction and training programmes for training the trainers.	All trainees will know how to access Occupational Health Services.
<b>School triangulation</b>	<b>6.14</b>		Handbook	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.14</b>	Ensure that occupational health services are available for medical personnel. <b>This would properly be a role of the Lead Employer locally</b>	Handbook Trainee survey Trainer survey Trainee Induction programmes Induction and training programmes for training the trainers.	All trainees will know how to access Occupational Health Services.

<b>PMETB requirement</b>	<b>6.15</b>	<b>Trainees must be able to attend relevant, timetabled, organised educational meetings or other events of educational value to the trainee, as agreed with the educational supervisor, and have time protected for this activity.</b>		
<b>College Guidance</b>	<b>6.15</b>	In psychiatry the approval is given by the College Tutor and/or the local Deanery representative.	Trainee survey ARCP outcomes Register of attendance at training events Study leave guidelines	For each trainee there will be at least 70% attendance at the programmed training activities
<b>School triangulation</b>	<b>6.15</b>		MRCPsych attendance rates TPD reports School Psychiatry Trainee Survey	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.15</b>	Must ensure that trainees are released to attend the programme of training	Trainee survey ARCP outcomes Register of attendance at training events Study leave guidelines	For each trainee there will be at least 70% attendance at the programmed training activities
<b>PMETB requirement</b>	<b>6.16</b>	<b>Trainees must be able to access training in generic professional skills at all stages in their development.</b>		
<b>College Guidance</b>	<b>6.16</b>		Curriculum for each programme Trainee survey Induction and programme of training the trainers ARCP outcomes	For each trainee there will be a plan to develop generic professional skills, the attainment which will be reviewed annually at the ARCP.
<b>School triangulation</b>	<b>6.16</b>		In curriculum (CANMEDS) School Psychiatry Trainee Survey ARCP outcomes	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.16</b>	Support local programmes of training in generic professional skills. <b>It may be that it is the role of the Post Grad Team with the Deanery to organise and provide this training</b>	Curriculum for each programme Trainee survey Induction and programme of training the trainers ARCP outcomes	For each trainee there will be a plan to develop generic professional skills, the attainment which will be reviewed annually at the ARCP.
<b>PMETB requirement</b>	<b>6.17</b>	<b>Trainees must have the opportunity to learn with other healthcare professionals.</b>		
<b>College Guidance</b>	<b>6.17</b>	In psychiatry it is also expected that trainees will learn with users, carers, families and other statutory and non-statutory agencies	Trainee survey Education programmes ARCP outcomes	The programme of training will include timetabled multidisciplinary learning directed towards the gaining of specific competencies.
<b>School triangulation</b>	<b>6.17</b>		AMD Board report	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.17</b>	Ensure that trainees have access to attend local training with members of other disciplines.	Trainee survey Education programmes ARCP outcomes	The programme of training will include timetabled multidisciplinary learning directed towards the gaining of specific competencies.

<b>PMETB requirement</b>	<b>6.18</b>	<b>Access to confidential counselling services should be available to all trainees when needed.</b>		
<b>College Guidance</b>	<b>6.18</b>		Handbooks Trainee Induction programmes Induction and training programme for teaching the teachers	All trainees will know how to access confidential counselling and report any difficulties associated with such access.
<b>School triangulation</b>	<b>6.18</b>		AMD Board report "What services do you have for counselling trainees?"	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.18</b>	Trusts must fund counselling services for junior doctors	Handbooks Trainee Induction programmes Induction and training programme for teaching the teachers	All trainees will know how to access confidential counselling and report any difficulties associated with such access.
<b>PMETB requirement</b>	<b>6.19</b>	<b>Trainees must be made aware how to apply for study leave and be guided as to what courses would be appropriate and what funding is available.</b>		
<b>College Guidance</b>	<b>6.19</b>		Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	At the annual review there will evidence that the trainee has met their tutor/TPD and discussed and received advice upon their use study leave.
<b>School triangulation</b>	<b>6.19</b>		School Psychiatry Trainee Survey	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.19</b>	There must be clear local policy on how to obtain study leave and guidance on funding arrangements. <b>This is a Post Grad Team task</b>	Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	At the annual review there will evidence that the trainee has met their tutor/TPD and discussed and received advice upon their use study leave.
<b>PMETB requirement</b>	<b>6.20</b>	<b>Trainees must be able to take study leave up to the maximum permitted in their terms and conditions of service.</b>		
<b>College Guidance</b>	<b>6.20</b>		Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	Evaluation of posts will show that trainees were able to take study leave approved by their tutor/programme director up to the maximum permitted.
<b>School triangulation</b>	<b>6.20</b>		Audit of School records Exception report: details of study leave refused	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.20</b>	Trainees must be released in order to make maximum use of their study leave if necessary up to the maximum permitted in their terms and conditions of service	Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	Evaluation of posts will show that trainees were able to take study leave approved by their tutor/programme director up to the maximum permitted.

<b>PMETB requirement</b>	<b>6.21</b>	<b>The process for applying for study leave must be fair and transparent, and information about a deanery-level appeals process must be readily available.</b>		
<b>College Guidance</b>	<b>6.21</b>		Handbook Induction Programmes for trainees Trust policies	All trainees will know how to apply for study leave and the associated deanery level appeals procedures.
<b>School triangulation</b>	<b>6.21</b>		Handbook & Website: Statement of study leave policy	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.21</b>	Ensure that trust study leave policies are readily available	Handbook Induction Programmes for trainees Trust policies	All trainees will know how to apply for study leave and the associated deanery level appeals procedures.
<b>PMETB requirement</b>	<b>6.23</b>	<b>Trainees who recognise that their particular skills and aptitudes are well-suited to an academic career should be encouraged and guided in that endeavour.</b>		
<b>College Guidance</b>	<b>6.23</b>		Trainee survey Training programme handbook	Within the programme of training there will be clearly identified individuals with responsibility to provide support and advice to those who are well suited to an academic career.
<b>School triangulation</b>	<b>6.23</b>		Head of School Report: Exception reporting, Names of those involved in the programme	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.23</b>	Through appraisal and job planning, support the development of local academic interest	Trainee survey Training programme handbook	Within the programme of training there will be clearly identified individuals with responsibility to provide support and advice to those who are well suited to an academic career.

<b>PMETB requirement</b>	<b>6.25</b>	<b>Trainers must enable trainees to learn by taking responsibility for patient management within the context of clinical governance and patient safety.</b>		
<b>College Guidance</b>	<b>6.25</b>	In psychiatry care must be taken to ensure that trainees working within and alongside multidisciplinary teams are given real responsibility	Trainees' job descriptions. SUI reports. Trainers' induction. Trainees' surveys. Post evaluations by trainees. Exit interviews for trainees.	Positive feedback from surveys and evaluations.
<b>School triangulation</b>	<b>6.25</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.25</b>	Must ensure that training occurs while maintaining patient safety, and involving trainees in reviews of adverse events.		
<b>PMETB requirement</b>	<b>6.26</b>	<b>Trainers must understand and demonstrate ability in the use of the approved in-work assessment tools and be clear as to what is deemed acceptable progress.</b>		
<b>College Guidance</b>	<b>6.26</b>	In psychiatry, those involved in training need a particular understanding of how the work place based assessment tools have been used and are being developed by the RCPsych to assess the competencies set out in the curriculum .	Training the trainers programmes and attendance registers; programme handbooks; Annual reporting; Exit interviews.	ARCP outcomes
<b>School triangulation</b>	<b>6.26</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.26</b>	DMEs must ensure1.) that trainers are able to attend for training in use of WPBAs and 2) that trainers are assessed in the use of WPBAs and this is considered in the annual appraisal.		
<b>PMETB requirement</b>	<b>6.27</b>	<b>Trainers must regularly review the trainee's progress through the training programme, adopt a constructive approach to giving feedback on performance, advise on career progression and understand the process for dealing with a trainee whose progress</b>		
<b>College Guidance</b>	<b>6.27</b>	a) In psychiatry, regular appraisal needs to include information and assessments from a variety of sources including members of the MDT as well as service users and carers, ensuring that both strengths and areas for development are identified. b) There are many and varied career pathways in psychiatry and advice to trainees regarding these options should take the trainees strengths and any weaknesses into account.	Training the trainers programme; Report from career's guidance/ mentoring lead; Survey reports.	Positive feedback from trainees in national and local surveys
<b>School triangulation</b>	<b>6.27</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.27</b>	Should have processes that include educational structure that support Trainees in difficulty.		

<b>PMETB requirement</b>	<b>6.28</b>	<b>Trainers must ensure that clinical care is valued for its learning opportunities; learning and teaching must be integrated into service provision</b>		
<b>College Guidance</b>	<b>6.28</b>	<b>In psychiatry, every care must be taken to ensure that vulnerable patients are protected, and appropriate consent is gained.</b>	Survey feedback. Patient feedback. Training the trainers programmes and attendance registers	Positive feedback from patient surveys.
<b>School triangulation</b>	<b>6.28</b>		School Psychiatry Trainee Survey via METIS	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.28</b>	Must ensure that training is integrated into service provision. Community / Emergency Psychiatry experience must be available to trainees		Positive feedback from patient surveys.
<b>PMETB requirement</b>	<b>6.29</b>	<b>Trainers must liaise as necessary with other trainers both in their clinical departments and within the organisation to ensure a consistent approach to education and training and the sharing and good practice across specialties and professions.</b>		
<b>College Guidance</b>	<b>6.29</b>	<b>In Psychiatry, much of the learning takes place in a multidisciplinary environment. Where ever individuals from other professions are regularly involved in the training of doctors these individuals should be encouraged to share their experiences and learn from other involved in training.</b>	Post evaluation; trainer and trainee surveys; Annual report from Head of School	
<b>School triangulation</b>	<b>6.29</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.29</b>	Trusts must support and encourage trainers to attend meetings of trainers. The role of non-medical professionals in the provision of training must be recognised, supported and reported in annual reports.	Trainer and trainee surveys;	

<b>PMETB requirement</b>	<b>6.30</b>	<b>Organisations providing postgraduate medical education must ensure that trainers have adequate support and resources to undertake their training role</b>		
<b>College Guidance</b>	<b>6.30</b>	<b>In Psychiatry, some of those involved in postgraduate medical education will have responsibility for the assessment appraisal, teaching and organisation of training for trainees within a programme that are based in different Trusts. Time and administrative support for these extended responsibilities is essential for the coordinated running of these programmes. The distribution of non-consultant medical support to teams should take into account that where training is taking place additional resource may be needed so that they are not disadvantaged when compared with teams where training is not taking place.</b>		
<b>School triangulation</b>	<b>6.30</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.30</b>	Must ensure that job plans adequately reflect the training role of the doctors in the organisation, and that resources in terms of time, appropriate rooms and administration and clinical support are available.	National trainers survey; Local trainer survey; Trainee Surveys	Positive feedback for surveys and evaluations from trainers
<b>PMETB requirement</b>	<b>6.31</b>	<b>Deaneries must have structures and processes to support and develop trainers</b>		
<b>College Guidance</b>	<b>6.31</b>	<b>In Psychiatry there is a need to support trainers who have an aptitude to teach psychotherapy skills.</b>	Annual reporting by head of school and programme directors; trainer surveys.	Rising proportion trainers with additional education skills and qualifications.
<b>School triangulation</b>	<b>6.31</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.31</b>	Must ensure that training the trainers events are available to the trainers. Those trainers wishing to develop additional skills and qualification in training must be able to do so.		

<b>PMETB requirement</b>	<b>6.32</b>	<b>Trainers with additional educational roles must be selected and demonstrate ability as an effective trainer</b>		
<b>College Guidance</b>	<b>6.32</b>			
<b>School triangulation</b>	<b>6.32</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.32</b>	Appraisal of educational role of trainers, tutors and others with training responsibilities must take place.		
<b>PMETB requirement</b>	<b>6.34</b>	<b>Trainers must have knowledge of, and comply with, the PMETB regulatory framework for medical training.</b>		
<b>College Guidance</b>	<b>6.34</b>		Annual report; induction programmes for trainers.	PMETB Deanery visits
<b>School triangulation</b>	<b>6.34</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.34</b>	Must make themselves familiar with the regulatory framework		
<b>PMETB requirement</b>	<b>6.35</b>	<b>Trainers must ensure that all involved in training and assessment of their designated trainee understand the requirements of the programme</b>		
<b>College Guidance</b>	<b>6.35</b>	<b>In psychiatry training often occurs with multi-professional teams. It is important to keep members of these teams familiar with modern medical education methods.</b>	<b>Reports from Programme Directors</b>	Wide range of non-medical assessors available, and consistent standards maintained by them.
<b>School triangulation</b>	<b>6.35</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>6.35</b>	Chief executives must impress on staff that non-medical staff can contribute to medical teaching.		

<b>PMETB requirement</b>	<b>7.1</b>	<b>Training programmes must be supported by a management plan with a schedule of responsibilities and defined processes to ensure the maintenance of PMETB standards in the arrangement and content of training programmes.</b>		
<b>College Guidance</b>	<b>7.1</b>		Constitution of school board Job descriptions for school board members Reports by head of school Reports by programme directors and year leads Job plans for those involved in medical education include time allocated to this function	School will have a published schedule showing who is responsible for monitoring and meeting the PMETB Standards for Training.
<b>School triangulation</b>	<b>7.1</b>		AMD Board report and verification of School constitution	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>7.1</b>	Must ensure that trainers involved in the management of training are supported in this important NHS activity through job planning	Constitution of school board Job descriptions for school board members Reports by head of school Reports by programme directors and year leads Job plans for those involved in medical education include time allocated to this function	School will have a published schedule showing who is responsible for monitoring and meeting the PMETB Standards for Training.
<b>PMETB requirement</b>	<b>7.3</b>	<b>There must be robust processes for identifying, supporting and managing trainees whose conduct, health, progress or performance is giving rise to concern.</b>		
<b>College Guidance</b>	<b>7.3</b>		Policy for supporting trainees in difficulty Training programme Handbook Trainer survey Trainee survey Trainees induction programme Trainers induction and programme for teaching the teachers Trust policies	Evaluation of the process will show that where ever any concerns about a trainee's performance have been raised, the policy has implemented and where possible concerns have been rectified using appropriate policies.
<b>School triangulation</b>	<b>7.3</b>		To be added to School constitution – e.g. Terms of Reference of Progress Review Panel Attendance at DiD training days School Psychiatry Trainee Survey	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>7.3</b>	Ensure that there are local trust policies to support trainees in difficulty	Policy for supporting trainees in difficulty Training programme Handbook Trainer survey Trainee survey Trainees induction programme Trainers induction and programme for teaching the teachers Trust policies	Evaluation of the process will show that where ever any concerns about a trainee's performance have been raised, the policy has implemented and where possible concerns have been rectified using appropriate policies.

<b>PMETB requirement</b>	<b>7.4</b>	<b>It is highly desirable that all employing organisations, as local education providers of postgraduate medical education and training, have an executive or non-executive director at Board level responsible for supporting training programmes, setting out</b>		
<b>College Guidance</b>	<b>7.4</b>		Report by head of school Constitution of school board	Trust boards will have an identified individual with responsibility and accountability for the delivery of post graduate medical training.
<b>School triangulation</b>	<b>7.4</b>		Annual letter from CEOs	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>7.4</b>	Should identify a lead for medical education and training	Report by head of school Constitution of school board	Trust boards will have an identified individual with responsibility and accountability for the delivery of post graduate medical training.
<b>PMETB requirement</b>	<b>7.5</b>	<b>There must be clear accountability, a description of roles and responsibilities, and adequate resource available to those involved in administering and managing training and education at institutional level, such as Directors of Medical Education and Board</b>		
<b>College Guidance</b>	<b>7.5</b>		Job plans for Directors of medical education	There will agreement between Trusts and the School regarding the designated roles of those with responsibility for managing and providing post graduate medical education, and the resources required to deliver said training.
<b>School triangulation</b>	<b>7.5</b>			
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>7.5</b>	Identify individuals who are responsible for and are ensured to have capacity for the local management and administration of training	Job plans for Directors of medical education	There will agreement between Trusts and the School regarding the designated roles of those with responsibility for managing and providing post graduate medical education, and the resources required to deliver said training.

<b>PMETB requirement</b>	<b>8.1</b>	<b>The overall educational capacity of the institution and any unit offering training posts within it must be adequate to accommodate the practical experiences required by the curriculum, along with the educational requirements of all health care</b>		
<b>College Guidance</b>	<b>8.1</b>		Trainee survey Trainer survey Handbooks will state the capacity for training in each trust Manpower planning reports	The handbook for the training programme will identify for each post the resources required to achieve the learning objectives of that post.
<b>School triangulation</b>	<b>8.1</b>		School Psychiatry Trainee Survey via METIS All Job Descriptions to be submitted electronically	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>8.1</b>	Must ensure that manpower planning takes into account the training needs and the capacity to deliver	Trainee survey Trainer survey Handbooks will state the capacity for training in each trust Manpower planning reports	The handbook for the training programme will identify for each post the resources required to achieve the learning objectives of that post.
<b>PMETB requirement</b>	<b>8.2</b>	<b>There must be access to educational facilities (including a library), and resources (including access to the Internet in all workplaces) of a standard to enable trainees to achieve the outcomes of the programme as specified in the curriculum.</b>		
<b>College Guidance</b>	<b>8.2</b>	In psychiatry there is a need to recognise the dispersed nature of services and the importance of adequate educational and information resources	Handbook Trainee survey Evaluation of posts	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>School triangulation</b>	<b>8.2</b>		AMD Board report School Psychiatry Trainee Survey via METIS	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>8.2</b>	Must ensure that educational resources are in place	Handbook Trainee survey Evaluation of posts	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>PMETB requirement</b>	<b>8.3</b>	<b>There must be a suitable ratio of trainers to trainees. The educational capacity in the department or unit delivering training must take account of the impact of the training needs of others (e.g. undergraduate medical students, undergraduate and</b>		
<b>College Guidance</b>	<b>8.3</b>	In psychiatry, the maximum number of trainees that the consultant can supervise is two. Where there are more than two trainees this will usually be a combination of one trainee at year ST 4-6, one at CT1-3 and one at FY1-2.	Trainee survey Trainer survey Evaluation of posts Annual rotation data Job plans for educational supervisors	No trainees will supervised by an educational Supervisor responsible for more than two trainees
<b>School triangulation</b>	<b>8.3</b>		AMD Board report	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>8.3</b>	Adequate time for training and supervision must be included in job plans for medical staff supporting trainees and non-training grade doctors	Trainee survey Trainer survey Evaluation of posts Annual rotation data Job plans for educational supervisors	No trainees will supervised by an educational Supervisor responsible for more than two trainees

<b>PMETB requirement</b>	<b>8.4</b>	<b>Relevant specialty - specific educational resources must be available and accessible where these are stipulated in PMETB-approved curricula e.g. clinical skills centres, 'wet labs'.</b>		
<b>College Guidance</b>	<b>8.4</b>	In psychiatry an example would be facilities and resources for developing communication skills including simulated patients and audio-visual recording materials.	Trainee survey Trainer survey ARCP outcomes	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>School triangulation</b>	<b>8.4</b>		AMD Board report School Psychiatry Trainee survey	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>8.4</b>	Ensure that resources are available to support the teaching of competencies in line with the curriculum, in particular audio-visual equipment.	Trainee survey Trainer survey ARCP outcomes	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>PMETB requirement</b>	<b>8.5</b>	<b>Trainees must have access to meeting rooms and audio-visual aids.</b>		
<b>College Guidance</b>	<b>8.5</b>		Trainee survey Trainer survey	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>School triangulation</b>	<b>8.5</b>		AMD Board report	
<b>Chief Executive / Medical Directors / Directors of Medical Education</b>	<b>8.5</b>	Ensure that there are adequate meeting rooms with audiovisual aids for postgraduate medical educational meetings.	Trainee survey Trainer survey	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.